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ABSTRACT

This document is designed to assist Illinois Elementary Secondary Education Act Title III project directors in familiarizing all phases of the public with their innovative programs. The first section of the document is an overview. The sections that follow give an explanation of the dissemination goals and certain conditions most suitable for their effectiveness; contain additional suggestions for a dissemination program; consist of various criteria which may be used to judge the effectiveness of a dissemination process at the local level (meant to assist with developing the proper focus on project communications, and then monitoring these components regularly); specify the latest copyright regulations and procedures; list various educational organizations with whom it is possible to exchange ideas on the operation and success of an innovative program; list newsletters and magazines to whom it is possible to submit articles involving an innovative program; and, focus on the ERIC system and what it can do to assit a Title III project director. The locations of each ERIC computer in Illinois and surrounding states are specified, as well as instructions on how to use this resource. (Author/JM)

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ED109274

DISSEMINATION TITLE III ESEA

The Office of the
Superintendent of
Public Instruction
State of Illino.s
Michael J. Bakalis
Superintendent

The man who can make hard things easy is the educator. – Emerson

THE PROCESS OF LEARNING SHOULD BE FUN OF THE HIGHEST ORDER, FOR IT IS INDEED THE GREATEST GAME IN LIFE. – GLENN DOMAN

DO IT!!!

WE DON'T WASTE ENOUGH IN SCHOOL. WE HOARD OUR OWN IDEAS ON CHARTS TO BE USED AGAIN AND AGAIN LIKE STALE BREAD. IDEAS ARE NEVER THE SAME AGAIN, EVEN THOSE OF THE MASTERS; EVEN IF THE ONLY CHANGE IS IN OUR OWN MOOD OF REAPPROACH. – Sylvia Ashton-Warner

WHAT YOU DON'T KNOW YOU CAN ALWAYS LEARN. – Old Maxim

EDUCATION ISN'T PLAY – AND IT CAN'T BE MADE TO LOOK LIKE PLAY. IT'S HARD WORK. BUT IT CAN BE MADE INTERESTING WORK. – Thomas Edison

Once a young person can read well, the door is open to other learning. If he can't read well, he'll find locked doors for the rest of his life. – Dr. Calvin E. Gross

WE AIM ABOVE THE MARK TO HIT THE MARK. – RALPH WALDO EMERSON

This is not a museum where materials are kept, but a workroom where there is always space for a new project. – PRUDENCE BOSTWICK

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ED 018308

CONTENTS

The following dissemination schemata is designed to assist you, as a Title III, ESEA, project director, in familiarizing all phases of the public with your innovative programs.

Page one is designed to give you an overall view at a glance of the numerous directions your dissemination roads may travel.

Page two gives an explanation of your dissemination goals and certain conditions most suitable for their effectiveness.

Pages three and four contain additional suggestions for your dissemination program.

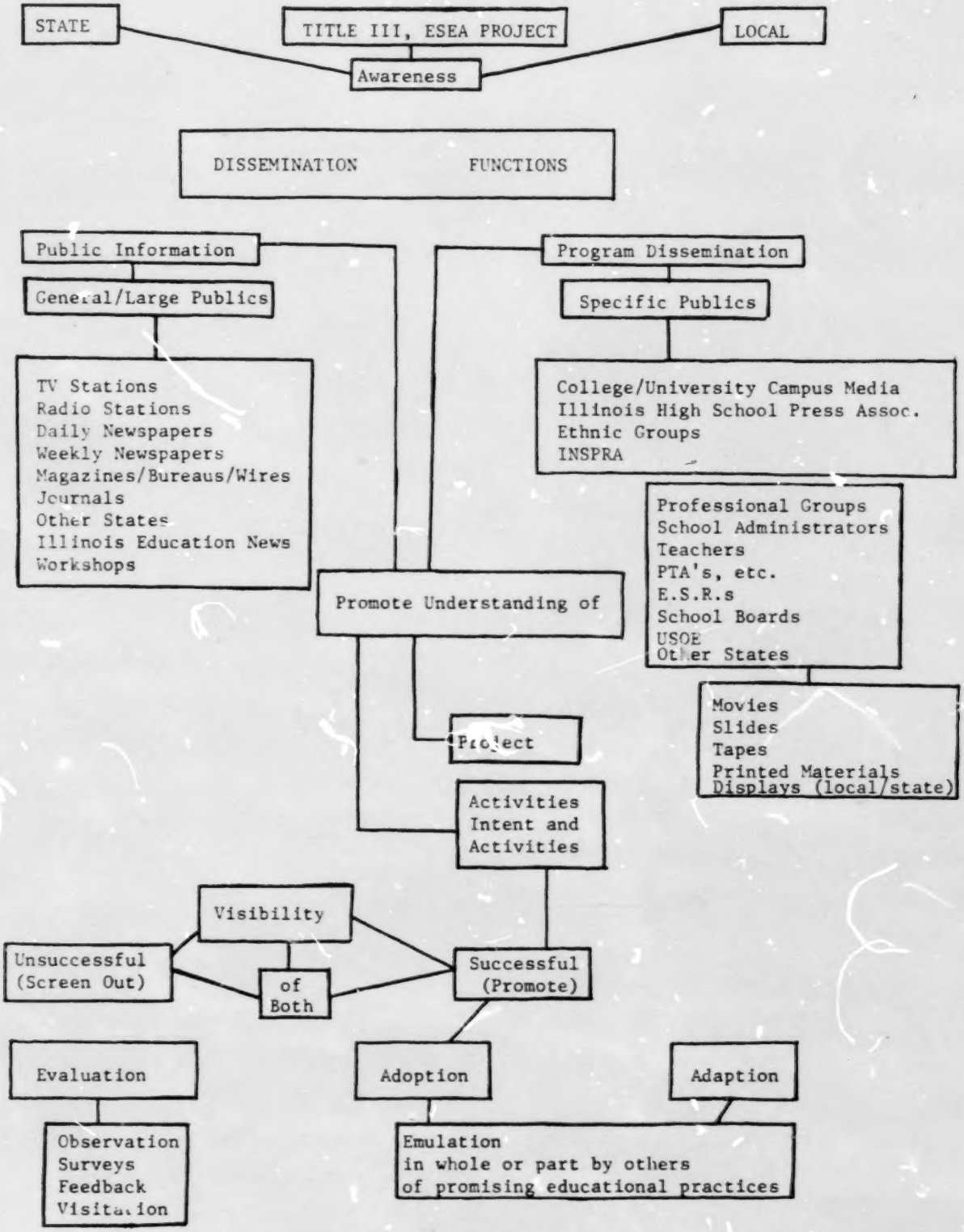
Pages five and six consist of various criteria you may use to judge the effectiveness of your dissemination process at the local level. This is meant to assist you with developing the proper focus on your project communications, and then monitoring those components regularly.

Pages seven through nine specify the latest copyright regulations and procedures we have received from the U.S. Office of Education.

Pages ten through thirteen list various educational organizations with whom you could exchange ideas on the operation and success you have achieved through your program.

Pages fourteen through nineteen are listings of newsletters and magazines to whom you might submit articles involving your program. REMEMBER! All correspondence outside your project area MUST be cleared through this office.

Pages twenty through twenty-four relate the ERIC system and what it can do to assist you. You will find the locations of each ERIC computer in Illinois and surrounding states, and instructions on how to use this resource.


STATE
TITLE III, ESEA PROJECT
LOCAL
Awareness
DISSEMINATION FUNCTIONS
Public Information
General/Large Publics
TV Stations
Radio Stations
Daily Newspapers
Weekly Newspapers
Magazines/Bureaus/Wires
Journals
Other States
Illinois Education News
Workshops
Program Dissemination
Specific Publics
College/University Campus Media
Illinois High School Press Assoc.
Ethnic Groups
INSPRA
Professional Groups
School Administrators
Teachers
PTA's, etc.
E.S.R.s
School Boards
USOE
Other States
Movies
Slides
Tapes
Printed Materials
Displays (local/state)
Promote Understanding of
Project
Activities
Intent and
Activities
Visibility
Unsuccessful
(Screen Out)
of
Both
Successful
(Promote)
Evaluation
Adoption
Adaption
Observation
Surveys
Feedback
Visitation
Emulation
in whole or part by others
of promising educational practices

To communicate with people about the operation and outcome of demonstrations of exemplary practices in education is one of your major objectives. The purpose of those functions is to (a) develop an awareness of, (b) stimulate an interest in, and (c) provide opportunities for personal evaluations of Title III innovations. Other goals you might attempt to accomplish through dissemination are:

1. to change the behavior of the receiver;
2. to ascertain reactions to a proposed program in order to determine its feasibility;
3. to gain acceptance and/or support for a new program;
4. to involve the receiver in implementation of new programs;
5. to acquire reactions to a newly inaugurated program which will lead to its validation, reformulation, or rejection.

Whether personnel are cognizant of it or not, dissemination processes are continually going on in any district. It may be the superintendent's newsletters, other official bulletins, meetings, and all the way through to the "grapevine" communication network that exists in all systems. Wouldn't you agree that it is better to have educational participants base their operations on stages of awareness rather than rumor?

At each stage, the target audiences should be assured that although your disseminating agent is attempting to convince them of the value of the change, the final decision as to its adoption is theirs.

Proper timing is important for the dissemination process to be successful. Obviously, the administration must initially be aware of desired or contemplated changes; but the question of how and when to spread the word to other groups within the system deserves careful consideration. It is a mistake to attempt secrecy until the change is close to implementation. Secrecy is an anathema to effective dissemination attempts to develop and maintain an open climate in the system. Two-way communication lines among all personnel connected with the program are highly essential to your project's overall success.

A favorable climate for dissemination can be achieved if the following conditions exist:

a. there is an absence of personal threat;
b. a nonjudgmental or nonevaluative atmosphere exists;
c. understanding and acceptance are in evidence in the system;
d. there is an honest desire to communicate and inform on a two-way basis.

Change is a threat to most people, therefore, defensiveness should very carefully be controlled so that it doesn't hinder effective dissemination. All phases of the program should emit a sense of support and openness rather than clandestine and threatening efforts.

ADDITIONAL SUGGESTIONS FOR FUTURE DISSEMINATION:

-- project personnel could prepare a brochure that will adequately describe program functions to local residents, other agencies, and state or national educators.

-- budget provisions for dissemination activities should bear reasonable relationship to the size and progress of the project. For example, it may be desirable that the dissemination budget increase in amount during the second and third years as the project generates evaluation data supporting the project's effectiveness.

-- to prevent problems of identification later, when producing a presentation or publication resulting from or primarily related to the work and/or services being performed under an ESEA, Title III grant, include the following acknowledgement:

The work reported herein was performed pursuant to a grant from the United States Office of Education, Department of Health, Education, and Welfare, and the Illinois State Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the United States Office of Education or the Illinois State Department of Public Instruction and no official endorsement by either should be referred.

-- copyright successful materials - details may be found on the following pages.

-- It should be remembered that dissemination should be used to serve particular publics, and different strategies must be developed to meet the needs of each. One public to be considered in dissemination efforts is the general citizenry. Information provided to it about Title III projects will serve to promote greater understanding of and support for educational programs and policies. There are many effective techniques which will help to accomplish this kind of dissemination, but it is essential that the disseminating agency be sensitive to the particular needs of its district and region in developing these techniques.

-- A second public may be viewed as that which comprises the educational community and its component parts. This public should include professional and non-professional staffs of public and non-public schools, other cultural and educational resources of the area, and interested groups involved in the educational enterprise. A strategy should be developed for disseminating project information to this public which would include more direct involvement through workshops, in-service visitations, clinics, or a variety of other kinds of activities.

-- It should be a responsibility of person(s) seeking information to define rather specifically the kinds of information he seeks regarding the project. This is especially important when request for project visitations are made, for without some specific objectives being set down for making a visit there can be little effective planning for evaluation of how well needs have been met.

CRITERIA FOR AN EFFECTIVE DISSEMINATION PROGRAM AT THE LOCAL LEVEL

Rate your program on a scale of 1-5 (using 1 as the lowest rating and 5 the highest) using the standards listed below.

I. Planning and Management

A.___Provision is made for substantive involvement of potential information users in the planning of the dissemination program.
B.___Provision is made for continuing internal communication among project staff about the project.
C.___Provision is made to conduct studies to determine mores, economic status, political processes, and social structure of the community.
D.___Provision is made for coordination and cooperation with other information services in the school system and the community, including appropriate public media.
E.___Consideration is given to the means of handling audience responses to communications being planned.
F.___Consideration is given to the possible conflict between the project objectives and the values and objectives of the school and community.

II. Objectives

A.___Objectives related to project objectives.
B.___They are written and available to project and OSPI staff.
C.___They specify desired audience response as a result of dissemination activities
D.___They encompass performance criteria
E.___They include time constraints.
F.___They are feasible in terms of available funds
G.___They reflect knowledge of the adoption stages (awareness, interest, evaluation, trial, and adoption.)

III. Personnel

A.___Project disseminators are knowledgeable about the change process.
B.___They understand the administrative and instructional processes of education.
C.___Their job satisfaction comes through seeing themselves and other persons perform and succeed, much in the manner of a good teacher
D.___They are capable of discussing all learning elements of the program with individuals outside of the project staff area.

IV. Strategies (Approach)

A.___The approach is that of tact, "soft sell," and objectivity
B.___The approach is flexible, research-centered, and cost benefit.
C.___The approaches consider all clients in the social system.
D.___The approach is that of problem-solving and removing blocks to change.
E.___The techniques are appropriate to the times and conditions, as shown by variability and creativity in the use of committees, conferences, demonstrations, administrative edicts, media and the constructive use of crises.

V. Communications (Messages)

A.___Communications are based on verified needs for information by clients.
B.___The selected medium is appropriate for the message and for the intended audience.
C.___The messages are adapted to the various stages in the change or adoption process.
D.___Wherever possible, the messages are designed to solicit feedback
E.___They are of good technical quality. The State agency and school district are well informed of the up-to-date progress of all activities involving the program.

VI. Evaluation

A.___Provision is made to determine and record relative effectiveness of various strategies and communications in order to alter strategies as the situation changes.
B.___Dissemination designed to encourage the adoption of innovation is based upon objective evaluation data.

COPYRIGHT REGULATIONS
and
PROCEDURES

Requests for authorization to secure copyright of materials produced by Title III, ESEA, programs should be addressed to:

Commissioner of Education
Attention: Dr. James Aven
Copyright Program Officer
Western Program Operation Branch
R.O.B. 3, Room 3621
Seventh and D Streets, S.W.
Washington, D. C. 20202

Preferably in sufficient time for action before the expiration of the grant.

§100a.217 Intangible personal property of State and local governments.

(a) This section applies only to recipients which are State and local governments.

(b) Where a project results in a book or other copyrightable material, the author or recipient is free to copyright the work, but the Commissioner reserves a royalty-free, nonexclusive and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use the work for Government purposes.
(OMB Circular No. A-102, attachment N.)

§100a.218 Publications.

Any publication or presentation resulting from or primarily related to Federal financial assistance shall contain the following acknowledgment:

> The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

(20 U.S.C. 1221c(b) (1).)

§100a.219 Copyrights and patents.

(a) Copyrights. (1) Copyright standards for State and local governments are contained in §100a.217.

(2) Any material of a copyrightable nature produced by a recipient other than a State or local government with Federal assistance shall be subject to the copyright policy of the U.S. Office of Education set forth in its "Copyright Guidelines" of May 9, 1970 (35 FR 7317), or any modification thereof in effect at the time of the award.

(b) Patents. (1) All inventions conceived or first actually reduced to practice in the course of or under a grant or contract are subject to Parts 6 and 8 of this title. Each invention shall be promptly and fully reported to the Assistant Secretary for Health, Department of Health, Education, and Welfare.

(2) Determination as to ownership and disposition of rights to those inventions, including whether a patent application shall be filed, and, if so, the manner of obtaining, administering, and disposing of rights under any patent application or patent which may be issued shall be made either:

(i) By the Federal Government, or

(ii) Where the recipient has a separate formal institutional patent agree-

ment with the Department by the recipient in accordance with that agreement.
(20 U.S.C. 1221c(b) (1); OMB Circular No. A-102, Attachment N)

§100a.220 Determining percentage of participation.

(a) Various provisions in this subpart require a determination of the percentage of Federal (or recipient) participation in the cost of the project or program in order to compute the amount of compensation for the value, or proceeds from sale of property. In determining the applicable percentage, there shall first be deducted from the allowable costs incurred during the period for obligation, any royalties or other income (not including interest income or proceeds from sale of property) earned by the federally-supported project or program during the period for obligation.

(b) The deduction of income required by paragraph (a) of this section is independent of, and is not intended to control, the disposition of such income pursuant to Subpart M of this part.
(OMB Circular No. A-102, Attachment N.)

SUBPART M - PROGRAM INCOME

§100a.230 Scope of subpart.

This subpart sets forth standards for recipients in accounting for program income and other income related to projects and programs financed in whole or in part with Federal funds.
(OMB Circular No. A-102, Attachment E.)

§100a.231 Meaning of program income.

As used in this subpart, the term "program income" shall have the meaning set forth for that term in §100a.401.
(OMB Circular No. A-102, Attachment E.)

§100a.232 Interest income.

(a) As used in paragraph (b) of this section:

(1) The term "State" shall have the meaning set forth in section 102 of the Intergovernmental Cooperation Act of 1968.

(2) The term "grant-in-aid" shall have the meaning set forth for that term in section 106 of the Intergovernmental Cooperation Act of 1968.

(b) In accordance with section 203 of the Intergovernmental Cooperation Act of 1968, States shall not be held accountable for interest earned on grant-in-aid funds, pending their disbursement for program purposes.

(c) In all other cases, recipients shall remit to the Federal Government any interest earned on advances of Federal funds.
(Pub. L. 90-577, secs. 102, 106, 203; OMB Circular No. A-102, Attachment E.)

§100a.233 Sale of real and personal property.

Proceeds from the sale of real and tangible personal property whose acquisition cost was borne in whole or in part by Federal funds shall be handled in accordance with Subpart L of this part.
(OMB Circular No. A-102, Attachment N.)

§100a.234 Royalties.

(a) Applicability. -- (1) Copyrights.

This section applies to royalties received by recipients from copyrights or publications or other works developed under a Federally-assisted grant or contract.

(2) Patents. This section also applies to royalties received by recipients from patents on inventions conceived or first actually reduced to practice in

the course of or under a Federally-assisted grant or contract.

(b) During the grant period. (1) If the recipient is a State or local government, royalties received during the grant period shall be retained by the recipient. The terms and conditions of the grant or contract shall provide either:

(i) That such royalties shall be used by the recipient for any purposes which further the objectives of the legislation under which the grant was made, or

(ii) That such royalties shall be deducted from total project costs for the purpose of determining the net costs on which the Federal share of costs shall be based.

(2) When the recipient is a State or local government, the recipient shall elect either of the alternatives specified in subparagraph (1) of this paragraph in the terms and conditions of the grant or contract do not specify which is to be followed.

(3) If the recipient is not a State or local government; disposition of royalties received during the grant period shall be governed by §100a.219(a)(2) and (b).

(c) After the grant period -- (1) Copyrights.

If the recipient is a State or local government and the Commissioner and the recipient have not agreed to apply §100a.219(a)(2), the Federal share of copyright royalties in excess of $200 received annually shall be paid by the recipient to the Federal Government. In such cases, the Federal share of the royalties shall be computed on the same ratio basis as the percentage of Federal participation in the cost of the project or program. This percentage of participation shall be determined in accordance with §100a.220.

(2) Patents. Disposition of patent royalties received after the termination or completion of the period for obligation shall be governed by agreements between the Assistant Secretary for Health, Department of Health, Education, and Welfare, and the recipient, pursuant to the Department's patent regulations (Parts 6 and 8 of this title).

(OMB Circular No. A-102, Attachment E.)

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NEWSLETTERS

American Association of School Administrators
The Hotline
1201 Sixteenth Street, N.W.
Washington, D. C. 20036

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Education U.S.A.
1201 Sixteenth Street, N.W.
Washington, D. C. 20036

American Association of School Administrators
Washington Monitor
1201 Sixteenth Street, N.W.
Washington, D. C. 20036

American Association of School Administrators
The School Administrator
1201 Sixteenth Street, N.W.
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The American School Board Journal
Ms. Marilyn H. Cutler, Science Editor
800 State National Bank Plaza
Evanston, Illinois 60201

The American Vocational Journal
Mr. Lowell A. Burkett, Editor-in-Chief
1510 "H" Street, N.W.
Washington, D. C. 20005

Arts and Activities
Ms. Mary Cole Emersan, Editor
Arts and Activities
8150 North Central Park Avenue
Skokie, Illinois 60076

AASA, NAESP, NASSP
The Administrative Team Newsletter
1201 Sixteenth Street
Washington, D. C. 20036

American Association for Health, Physical Education and Recreation
Up Date
1201 Sixteenth Street, N.W.
Washington, D. C. 20036

American Association for Higher Education
College and University Bulletin
One Dupant Circle
Suite 780
Washington, D. C. 20036

American Association for the Advancement of Science
AAAS Bulletin
1515 Massachusetts Avenue, N.W.
Washington, D. C. 20005

Trends: The School Communications Newsletter
National School Public Relations Association
1201 Sixteenth Street, N.W.
Washington, D. C. 20036

Michigan Education Association
Teacher's Voice
1216 Kendale Boulevard
East Lansing, Michigan 48823

National Council on Family Relations Newsletter
1219 University Avenue, S.E.
Minneapolis, Minnesota 55414

Comparative and International Education Society
Attention: Edward J. Nemeth
1030 Oldfather Hall
Institute for International Studies
University of Nebraska
Lincoln, Nebraska 68508

Education Daily
Richard Hagan
Capitol Publications, Inc.
Suite G 12
2430 Pennsylvania Avenue, N.W.
Washington, D. C. 20036

Illinois School Board Journal
330 Iles Park Place
South Sixth and Ash Streets
Springfield, Illinois 62703

Illinois Schools Journal
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Chicago State College
Public Office
6800 South Stewart Avenue
Chicago, Illinois 60621

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Corvallis, Oregon 97331

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Institute for Educational Research
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Independent School Bulletin
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Language Development Program
330 Packard
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IASB News Bulletin
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Environmental Action
Environmental Action, Inc.
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The Journal of Environmental Education
Dembar Education Research Services
Box 1605
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The Outdoor Teacher
Department of Conservation and Outdoor Education
Southern Illinois University
Carbondale, Illinois 62901

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Department of Outdoor Teacher Education
Northern Illinois University
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805 West Pennsylvania Avenue
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Springfield, IL 62706

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